



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

The **Charlotte Mason Digital Collection** is a not-for-profit database created in 2009-2011 to assist scholars, researchers, educators and students to discover, use, and build upon the Charlotte Mason Collection of archives, journals and books housed in the Armitt Library & Museum (UK). To learn more about this database or to search the digital collection, go to [The Charlotte Mason Digital Collection](#).

Your use of images from the **Charlotte Mason Digital Collection** is subject to a [License](#). To publish images for commercial purposes, a license fee must be submitted and permission received prior to publication. To publish or present images for non-profit purposes, the owner, Redeemer University College, must be notified at cmdc@redeemer.ca and submission of a copy of the context in which it was used also must be submitted to the owner at cmdc@redeemer.ca. Credit lines, as specified in the [License](#), must accompany both the commercial and non-profit use of each image.

Unless you have obtained prior permission, you may not download an entire issue of a journal nor may you make multiple copies of any of the digital images. Higher resolution images are available. [Low resolution (150 dpi), single copy printing is permitted: High resolution images for publication can be purchased. Please contact Redeemer University College in writing as specified in the [License](#) to request high resolution images.

While the document originals are housed in the Armitt Library & Museum, Redeemer University College owns the rights to the Digital Images (in jpg/pdf format) of the original archival documents and artifacts. The original Digital Images and database metadata are owned and maintained by Redeemer University College. Multiple images are bound together in PDF Packages. Click [here](#) to download the latest version of Adobe Reader for better viewing. In the PDF, click an image thumbnail to view it.

This project was made possible through collaboration among the [Armitt Library & Museum](#) (Ambleside, UK), [Redeemer University College](#) (Ancaster, Canada) and the [University of Cumbria](#) (UK) and with the financial assistance of the [Social Sciences and Humanities Research Council of Canada](#).

Need help? If you do **not** see a side-bar with image thumbnails:

Some of the PDF packages are large and will take some time to download. A very large PDF package may open more successfully if you download it first to your desktop. (From inside the database record, right-click on the link to the PDF package and save the link to your desktop.) Once it's on your desktop, you can open it up with a recent version of [Adobe Reader](#).

If you have a Macintosh with Safari, the default program to open PDFs is Preview, which does not open the PDF packets. Mac users need to download [Adobe Reader](#). If this cover page appears without a list of PDF files (either at the side or bottom of the screen), look for a paper clip or a menu option to view attachments. If you click that, you should see a list of the pages in the PDF package.

Viewing files with Linux: This works with the default PDF viewer that comes pre-installed with Ubuntu. While viewing this cover page in the PDF viewer, click "View" on the top toolbar, and check the box that says "Side Panel". That will bring up the side panel. The side panel will show only this cover page. Click the 'arrow' at the top of the side panel, and it will give you the option to view "attachments." If you click that, you should see a list of PDF files, which are the pages in the PDF package.



The School Music Review, issued month by month, contains capital songs in both notations suitable for children of various ages.

The Pianoforte, by Francisco Berger (Novello, 2/6). A thorough and well-graduated instruction book, its purpose evidently being, not only to teach the pupil, but to teach the teacher how to teach.

Six Italian Songs, arranged by G. Stainer (Novello, 2/6). We are very glad to welcome a good collection of songs from operas and cantatas by Italian composers, with Italian and English words.

Novello's School Songs (6d. each) give useful instruction in both tonic sol-fa and staff notation.

The Everyday Songs will be very welcome to teachers of classes in schools.

The Twelve Action Songs, by Miles Foster, are in the style of kindergarten songs—pretty and simple.

The Hours, by Joseph Roeckel. A cantata for female voices, with easy soli and choruses, especially suited for school concerts. The fact that the tonic sol-fa notation is added will make it welcome to teachers of schools.

THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

DEAR EDITOR,—Dr. Schofield's paper on "The Philosophy of Education" has been read by me with great interest and admiration. We parents owe him very hearty thanks for his able advocacy of many educational ideas which, though not new in themselves (is anything really new?), have been swamped by the drive and competition introduced into child and school life during the last thirty or forty years.

But I am curious to know whether my experience as a mother is quite exceptional. Dr. Schofield, on page 92 of the February *Parents' Review*, says: "A little child is *fluid*, plastic, receptive," and speaks in the same paragraph of pouring it into a mould, that same mould being its environment. Now, Dr. Schofield is a man, and probably a busy one, and we may therefore reasonably conclude that he has not personally attended to the ways and doings of very young children, except such as come under his care as patients. These, being little invalids, may be very rightly described as "fluid, plastic, receptive," and probably during their interview with the doctor fear and trembling may have reduced their spirits and squashed their individuality. But of none of my children—now all adults—could I say at any time that they answered to Dr. Schofield's description. What about the fluidity, plasticity and receptivity of the baby five weeks old, who will scream till exhausted rather than lie in its cot? who wails piercingly every time it is washed, however gently and warmly; who later on has to be held between your knees while his hair is brushed, and who, at twelve, cannot be induced by any devices, by hunger or stripes, to return *punctually* to his dinner. He was afflicted with diphtheria at seven, and it took two people to hold him while the doctor painted his throat. Are

such boys exceptions? *I hope not.* Force, and not fluidity, is the desirable quality in the healthy baby-boy.

Now, let Dr. Schofield take such a little boy and try, after providing the most lovely mould, to form habits in his unconscious mind. How is he going to work? Will he kindly tell us mothers of these high-spirited boys (and we are numerous, I am glad to say) how he would make his first appeal? He cannot, I think, in the case adduced, suggest anything that has not been tried. A *fluid* (?) baby can wear out his mother's strength!

Let us take another case, not quite so extreme. A charming little maiden of three and a half has just left my roof. We have no nursery; she has been with us all day long. We are trying to develop habits of order by inducing her to put away one plaything before getting out another. Is that "easy"? She resists every time with tears of rage. She is most affectionate, and we presented the idea to her by suggesting she should help "muvver," of whom she is passionately fond. But she resists—why? Because she is thwarted in her wish to do something else, perhaps dress her doll. To be firmly set on doing something useful is an excellent habit to encourage, and dressing a doll is most useful, because unconsciously the child learns the elements of arithmetic, besides learning how to dress herself. But we prevent her in order to form habits of obedience and order, and hence her rage. Before the fit is over she has forgotten what it was she wanted to do, and that is a pity. To my thinking there lies under all this talk of moulding a misconception of the way in which character develops. A child grows like a plant in character as well as everything else; you cannot stifle or bend its forces until they appear. Character develops in phases, and I think those who have seen their children grow up will agree with Dante and Pestalozzi that certain ages have their appropriate characteristics, and that some traits do not appear until the dawn of adult life.

It is impossible for anyone to be prepared beforehand for the surprises that a child's development may present to his parents. The sot who is the disgrace of his home has been brought up in the same environment, and trained in the same habits, as the beneficent, self-denying doctor, his brother. Let no one suppose that I am not impressed with the supreme importance of the early formation of good habits. What I question is, whether this process is "easy," and whether it is permanent. If "habit is stronger than ten natures," how comes it that there are instances of savage children taken very young, brought up in the ways of civilization, who, when adult, deserted their protectors, divested themselves of clothing, and returned to savagery?

The Jesuits used to say they could make a Jesuit of any child entrusted to them before the age of seven. An idle boast! No one of *distinction* remained a Jesuit, except the early founders of the sect. Pascal, Descartes, Voltaire broke away from their teaching after years of Jesuitical influence. Natural and inherited tendencies are, fortunately, sometimes stronger than environment and habit. Instances without number could be multiplied; we see them every day of our lives. And this is well.

For what is true of a beautiful environment and the formation of good habits must be equally true of an unfavourable environment and the

formation of bad habits
undesirable condition
and if such habits
before it is not.

Crag Foot, Ben R

We have been

MADAM,—I am
to lay before you some
the Welfare of the
that your readers w
scheme for its benefi
agency of your exce
I allude to came fro
at a meeting held
on June 10th. Bu
should like, in as fe
the origin and obje
"feeble-minded?"
consequently not fi
development, or d
disadvantage in c
in their home life.
been drawn to this
them the best tra
are now formed in
hope to the little we
of their stronger
however judicious a
and out of this n
the establishment
and girls, where,
to put their small
use, they may in
may be saved fro
the community at
It is to one of ou
"Motherly" reade
gestion. At Hen
through the liberal
built round a grea
country. Here we
country life for litt
sixteen or thereabo
workers at the stea

formation of bad habits, and the majority of English children are born into undesirable conditions, and are taught at least as many bad ways as good, and if such habits were unalterable their state would be hopeless, and we know it is not.

Truly yours,

EMILY MIALL.

Crag Foot, Ben Rhydding, February 7th, 1899.

*We have been asked to insert the following letter from the
Duchess of Sutherland:—*

MADAM,—I am glad to take advantage of your kind permission to lay before you some facts connected with the Association for Promoting the Welfare of the Feeble-minded, of which I am President, in the hope that your readers will be sufficiently interested to look favourably on a scheme for its benefit, that I think might well be made known through the agency of your excellent magazine. The first suggestion of the scheme I allude to came from Mrs. Garrett-Anderson, M.D., in a speech she made at a meeting held in support of the Association at Stafford House, on June 10th. But before I repeat Mrs. Garrett-Anderson's suggestion I should like, in as few words as possible, to tell your readers something of the origin and objects of the Association. In the first place, who are the "feeble-minded?" They are boys and girls, *not* idiots nor imbeciles, consequently not fit inmates for asylums, but sufficiently backward in development, or deficient in brain power, to place them at a great disadvantage in contact with ordinary children, whether at school or in their home life. The attention of school authorities has of late years been drawn to this class of children, and to the necessity of providing for them the best training possible; with the result that special classes are now formed in most of our large towns, which are havens of peace and hope to the little weaklings so often the drudges of home life, and the butts of their stronger schoolmates. But something more than schooling, however judicious and helpful, is needed for many of these poor children, and out of this need has grown our Association, which meets it by the establishment of small and carefully worked Homes, both for boys and girls, where, sheltered from disturbing influences, and trained to put their small powers, both mental and physical, to the best possible use, they may in time become partly self-supporting, or, at any rate, may be saved from the dangers that await them, and through them the community at large, if they are left unprotected and unguided. It is to one of our homes that I would direct the attention of your "Motherly" readers in connection with Mrs. Garrett-Anderson's suggestion. At Hendon, in Middlesex, we have become possessed, through the liberality of its owner, of a group of five charming cottages, built round a green quadrangle and surrounded by garden and open country. Here we provide healthy work, expert training, and a happy country life for little feeble-minded boys in two of the cottages and girls of sixteen or thereabouts in two others. The fifth cottage accommodates the workers at the steam laundry, which is connected with the homes.

I will not trespass on your space by a fuller description of the Homes: those of your readers who would care to visit them would be cordially welcomed by the Lady Superintendent, and could form their own judgment. I cannot give a better testimony to their nature than by quoting one of the little boys who has been with us from the beginning, and who said solemnly to a girl dissolved in tears on the first night of her arrival:—"What's the good o' crying? We're all happy here!" Now, to support these Homes efficiently a sum of £500 per annum is required over and above what is paid with each child. Mrs. Garrett-Anderson's idea is briefly as follows:—"Why," said she, "should not mothers who have a healthy, happy, clever children, instead of taking these blessings as a matter of course, show their thankfulness by contributing, according to their means, an annual sum for each such child, to go towards the education and training of the feeble-minded little ones, who are either alone in the world, or whose parents are too poor to give them the exceptional advantages they require?" A Guild of thankfulness for the collection of the contributions, and for the further association of the mothers in the cause of defective children, might be composed of branches all over England. By way of encouraging your readers to fall in with the scheme, and of proving its practicability, I may say that a friend of our Association has promised to contribute £50 as soon as the Guild is fairly started.

I earnestly hope that the Guild of Thankfulness may take deep root, and spread its branches over the country, wherever the possession of bright, happy children and of a sheltered home is felt, to carry with it cause for a thankfulness which shall take tangible form in helping these helpless, hopeless "other people's children," the "left-behinds" in the race of life.

I am, Madam, yours faithfully,

MILLCENT SUTHERLAND.

*President of the National Association for Promoting
the Welfare of the Feeble-minded.*

P.S.—All communications about the Guild, donations, and subscriptions to be sent to Miss Mary Western, 36, Lancaster Gate, W.

DEAR EDITOR,—Perhaps some of the P.N.E.U. readers would kindly give the names of some periodicals which they have found suitable and beneficial to girls of 12 and 14, and likely to stimulate both interest and ideas in subjects not immediately connected with the home life.

Bradfield, Nr. Reading,
October 19th, 1898.

Yours faithfully,

T. S.

MADAM,—Can you or any of your readers recommend a lesson book of the nature of the *Child's Guide to Nature*, but up to date. Also do you know of any books similar to *Near Home and Far Off*, but broader minded in the reflections?

Orpington, Kent, November 14th, 1898.

Yours sincerely,

P. E. N.

DEAR EDITOR,—I
suitable for her daugh
about that age, but
people's opinions as
should not like my re
vision from the moth
65, Queen's Gate,
October 2

La Fée des Grèves
Mosaïstes, La Ma
A. Daudet; Colomb
Mariages; Les
V. Hugo; Terre de
Neuaine de Colett
du Général Maroon
chen's Leiden u. Fr
Haben, Freybag; L
Die Rose v. Tistelö

Edited by Miss

To whom all Hon
matters of m
of any prosp

The Executive Co
Branches in the fo
BRADFORD.
MANCHESTER.
NOTTINGHAM.
CROYDON.—Nar
Bensham M
STREATHAM.
SURBITON.
DUBLIN.
CARDIFF.
ESHER.
HUDDERSFIELD
BRISTOL.
DORKING.—Na
BRUSSELS.—N
Rue du Mo
WINDSOR.
NORWICH.
Readers of the
friends there, are

The Library Cor
of the following boo
from Mrs. Whitele

DEAR EDITOR,—I think M. E. will find many of the following books suitable for her daughter of thirteen. Most of them I read and enjoyed about that age, but my remembrance of them all is not accurate, and people's opinions as to what children may read differ so greatly that I should not like my recommendation to be adopted without previous supervision from the mother.

Yours truly,

M. A. R.

65, Queen's Gate, S.W.

October 28th, 1898.

La Fée des Grèves, Paul Féval; *Les Maîtres Sonneurs*, *Les Maîtres Mosaïstes*, *La Mare au Diable*, G. Sand; *Lettres de mon Moulin*, A. Daudet; *Colomba*, P. Mérimée; *Criquette*, L. Halévy; *Les Deux Mariages*; *Les Travailleurs de la Mer*, *Quatre-vingt-treize*, V. Hugo; *Terre de France*, Julliot; *Pêcheur à l'Islande*, P. Loti; *La Neuvaïne de Colette*, *Les Trois Mousquetaires*, &c., Dumas; *Mémoires du Général Marbot*, *Mon Oncle et Mon Curé*, J. de la Brète; *Backfischchen's Leiden u. Freuden*; *Undine*, *Sintram*, La Motte Fouqué; *Soll u. Haben*, Freybag; *Ekkehard*, Scheffel; *Der Improvisator*, H. Andersen; *Die Rose v. Tistelön*, Carlén; *Edelweiss*, Auerbach.

P.N.E.U. NOTES.

Edited by Miss FRANCES BLOGG, Sec., 28, Victoria Street, S.W.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 30 copies of any prospectuses or other papers they may print.

NEW BRANCHES.

The Executive Committee has been approached with a view to starting Branches in the following places:—

BRADFORD.

MANCHESTER.

NOTTINGHAM.

CROYDON.—Names may be sent *pro tem.*, P. Rands, Esq., Brighty, Bensham Manor Road.

STREATHAM.

SURBITON.

DUBLIN.

CARDIFF.

ESHER.

HUDDERSFIELD.

BRISTOL.

DORKING.—Names may be sent *pro tem.*, Mrs. Powell, Oakridge.

BRUSSELS.—Names may be sent *pro tem.*, Madame de Goeij, 35, Rue du Moulin.

WINDSOR.

NORWICH.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Blogg.

The Library Committee beg to acknowledge with many thanks the gift of the following book, *Some Observations of a Foster-Parent* (J. C. Tarver), from Mrs. Whiteley.